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Bridgewater State Normal School

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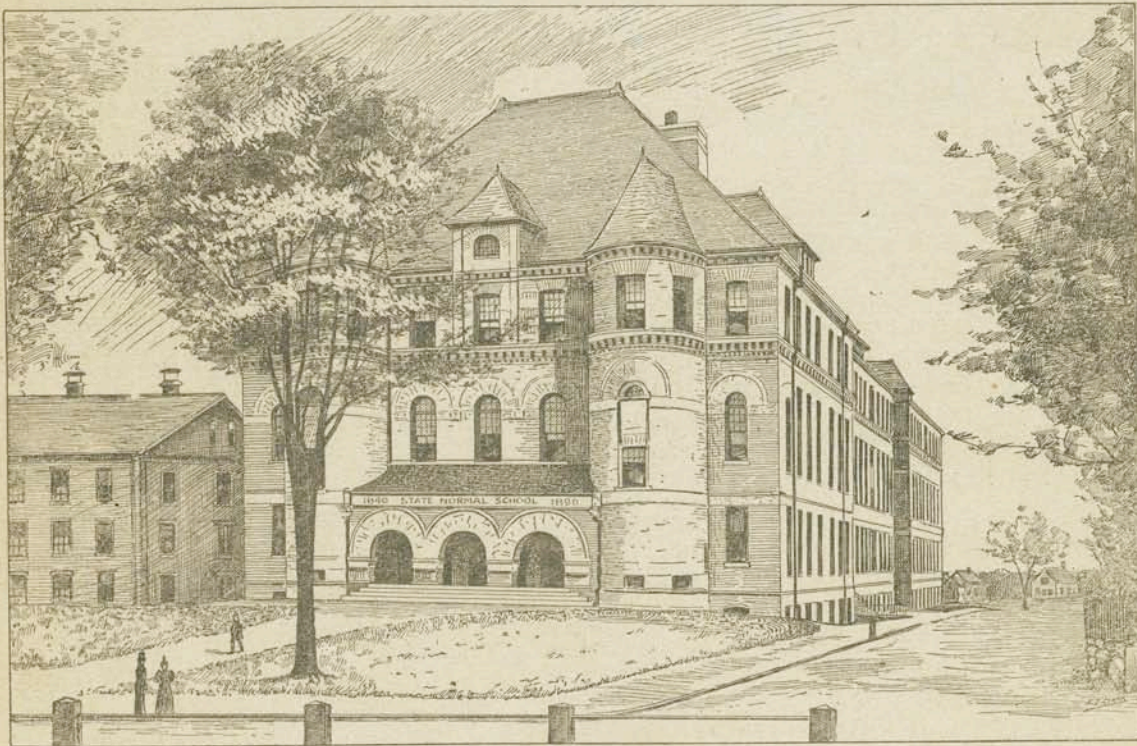




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# NORMAL OFFERING

A SCHOOL  
MONTHLY



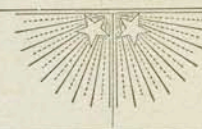
October, 1897.



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# NORMAL OFFERING

Vol. XI.

State Normal School, Bridgewater, Mass., Oct., 1897.

No 2

## The Normal Offering.

Published Monthly During the School Year, by the Congress  
of the Bridgewater Normal School.

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### Editorials.

All through the night  
The subtle frost hath plied its mystic art,  
And in the day the golden sun hast wrought  
True wonders; and the wings of morn and even  
Have touched with magic breath the changing  
leaves.

And now, as wanders the dilating eye  
Athwart the varied landscape circling far,  
What georgeousness, what blazonry, what pomp  
Of colors, burst upon the ravished sight!  
Here, where the maple rears its yellow crest,  
A golden glory; yonder, where the oak  
Stands monarch of the forest, and the ash  
Is girt with flame-like parasite, and broad  
The dog-wood spreads beneath a rolling field  
Of deepest crimson; and afar, where looms  
The gnarled gum, a cloud of bloodiest red!

Wm. D. Gallaher.

HOW many trees on the square in front of  
the building, Miss Jones?"

Nothing more need be said to convince the  
alumnus that in the mind of our principal even  
the entering class of '97 need to have their  
powers of observation strengthened. We  
older members of the school who have heard  
the same thing repeated several times before  
may sometimes settle down in our desks with  
a feeling that it is not for us, or that some-  
thing else would interest us more; but as the  
examination goes on we are made to realize  
that we are still but little further advanced  
than those who have just come to work with  
us.

A junior was recently heard to remark:  
"Dear me! One morning I count the trees,



and we are asked about the weather. The very next morning I carefully observe the temperature, direction of the wind etc., and go in for morning exercises with confidence that all will go smoothly, when I am asked some question regarding the school building." This explains it all. We need to get our eyes opened to a broader view of nature; to acquire the habit of perceiving the minutest details. I say *habit* for the reason that until we do have the power of accurate observation as a part of our very nature, we shall be simply "seeing machines," and the pleasure will be lost by the constant volition. We need to have that inbred "power to discern and disposition to approve that which is excellent" in all about us, and to be in every sense, "alive to gentle influence of landscape and of sky."

THE Plymouth County Fair was a success this year as usual. This is the declaration of the twenty-five Normals who acted as waiters. The annual dinner at this fair is always looked forward to by the male element of the school. Its mention will, no doubt, bring pleasant reminiscences of Normal days to those who have taken in the dinner and the fair at Bridgewater.

THE students and faculty of the Normal and Model School Departments listened to a most interesting and helpful lecture upon "Musical Expression," given by Herr Bücher of Boston, Sept. 23. After a few remarks upon breathing, articulation and feeling, the lecture was through the medium of the piano. How well it spoke to the appreciative audience can be told by those who attended. No one, after hearing this master's execution can fail to realize that music is truly "the language of the soul."

Herr Bücher came in town through the

influence of the Rev. A. S. Porter for "A Week of song." The time proved so successful that the week was extended by private individuals. All who had the privilege of this valuable instruction are loud in their praise of this noted professor of music.

TWO new mottoes have been added to the excellent one,—“Wisdom, Power, Goodness,” upon the main arch in the vestibule of the school building. Upon the arch on the ladies’ side are the words:—“Patience, Kindness, Generosity.” That in front of the gentlemen’s stairway bears the motto:—“Good Temper, Courtesy, Sincerity.” Every word is an inspiration to the observant student as he mounts the stairs to another day’s recitations. A full account of the summer’s improvements will be given in detail later on.

AS has ever been the case, the September number of the OFFERING made its appearance as a thing of October. In the stir of the opening season it is very difficult to collect matter for publication. In the subsequent numbers we shall make every effort to issue the paper at an earlier date.

The editorial board will be greatly indebted to the alumni for personal notes. The paper can be of interest to you only as you keep us in touch with yourselves individually. Let us swell the personal column in the next issue. This means a word from all.

Martin’s dump cart is still in vogue as “The Couch and Four” of Normal. It is not an uncommon sight to see ten young ladies in this stylish turnout driving about the grounds. More pictures have been taken of such groups than of any other view about the town. Those who have enjoyed a ride when among us know how to appreciate the scene.



*Raphael.*

So many requests for those copies of the OFFERING containing that excellent series upon famous painters have been received of late that it has been deemed expedient to repeat them. With this explanation we offer the following, "Raphael."

It is generally conceded that the central figure of the Italian masters is Raphael. His short life, begun when the art of painting was at its very zenith and closed just as materialism and lowered aims were about to usher in its decadence, is one reason for this. But more than all, he is so considered because in him the good qualities of the various schools were combined. We often hear the expression, almost a formula, "Venice for color, Florence for line." Raphael does not surpass the great Venetians nor the great Florentines in their special provinces, but more than any other painter, he possesses the excellences of both without their defects.

Raphael Santi was born on Good Friday, April 6, 1483. His father, Giovanni Santi, was an artist whose talent was not great, but who was so modest and generous that he was much loved and respected by his contemporaries. In the house where Raphael was born, is a fresco of a madonna and child painted by his father. The madonna's face is that of Giovanni's wife, Magia, and the infant probably represents the child Raphael. No other children born to this family lived beyond infancy, and the beautiful boy was idolized by his parents. Thus was passed an ideal childhood. The home in the quaint old town guarded by the sharp peaks of the Apennines, and looking out upon the blue Adriatic, the atmosphere of culture and gentle courtesy all combined to influence and give to the world "Raphael the Divine."

No one can tell just when the boy began to paint. Brushes and easels were his first playthings, and it was foreordained that he should be an artist. His first instruction came from

his father, and he soon learned to assist him in his work, but there were only a few years of this loving association given to him. In 1491 his mother, Magia, had died, and the death of his father, who had remarried, occurred three years later. Raphael was thus left under the guardianship of his stepmother and one of his uncles. Repeated quarrels between the uncle and stepmother about the management of the estate led to his being taken by another uncle who appreciated his talent and sent him to study with Perugino. From this time his whole life was devoted to art.

At first he had something of the timidity of his father, and not questioning the superiority of Perugino, he copied him with such faithfulness that it is almost impossible to tell his early work from that of his teacher. Then followed a series of visits to Florence, during which he studied the frescoes of the older masters, and came in contact with Ghirlandajo, Fra Bartolommea, and other artists of the day. From that time his manner of painting began to change, and, in fact, never stopped changing, for Raphael, like Shakespeare, had the power of making his own whatever came in his way. He is always Raphael, but Raphael charged with influences from ten thousand different sources. No artist except Michael Angelo ever seemed to feel the least resentment toward him for appropriating, as he did, their best qualities. His modesty and teachable spirit made it a pleasure to help him, and it is said that Fra Bartolommeo, out of friendship, gave him instructions in coloring, arrangement of drapery, and grouping.

He did not, on his first visit to Florence, meet Leonardo da Vinci or Michael Angelo, but his style was more or less modified by their work, especially by that of Leonador, for whom he felt a strong sympathy. He



painted at this time the "Madonna of the Goldfinch," so called because in the picture the infant Jesus caresses a goldfinch which St. John holds. The picture was painted as a wedding present for his friend Lorenzo Nasi, and it abounds in the simplicity and sweetness which are the characteristics of his second, or Florentine manner.

In 1508, probably through the influence of Bramante, who was his kinsman, he went to Rome and was commissioned by Pope Julius II. to decorate the walls of four chambers in the Vatican. The Vatican is still the largest palace in the world, and at that time it was the most beautiful. The halls which Raphael was to decorate had already been painted by famous artists, but after seeing one wall from the hand of the new favorite, the Pope ordered that it should be replaced by his work. It is only one of many instances of the generosity and courtesy of Raphael that he refused to destroy one of the frescoes which was by his old master, Perugino, and at his request it was retained.

Raphael worked for nine years upon these chambers which are now called from his name. The most famous one is that of the Segnatura, containing four frescoes representing Theology, Philosophy, Poetry and Jurisprudence, and the "Expulsion of Heliiodorus" in the third chamber is said to be the most richly colored fresco in the world.

During this same time he decorated a gallery in one of the courts of the palace with scriptural pictures which are now known as "Raphael's Bible." This corridor which led to the papal apartments, is a very beautiful and interesting place even apart from its pictures. It is in the middle story and looks out upon the colonnade of St. Peter's, and beyond to the Sabine Mountains. All the wood was carved by a famous engraver of gems, and the

floor was paved by Lucia della Robbia with exquisitely colored enamel tiles.

After the death of Bramante, Raphael was appointed architect of St. Peter's. He became very rich, and, as Vasari says, "lived more like a prince than a painter." He had a magnificent house where he entertained many famous people, among them Leonardo da Vinci who came to Rome in 1513. He had also a large following of pupils who were deeply attached to him and used to accompany him in his walks as a body guard. It is said that the only ungracious remark ever recorded as Raphael's was on one occasion when thus attended he met Michael Angelo, who accosted him, and said in his severe way — "Where are you going surrounded like a general?" to which Raphael replied, "And you, alone, like a hangman?"

Success did not make Raphael self-satisfied nor hinder his attaining new excellence. His two greatest pictures, the "Sistine Madonna" and the "Transfiguration" were painted during the last two years of his life, and the latter was scarcely finished at the time of his death.

He died in 1520 on April sixth, his thirty-seventh birthday. His body was laid in state with the unfinished "Transfiguration" hung above it, and all Rome mourned his loss. So ended a life unique among great names, in that it was filled with an advancement that never knew decline. Other men lived and died, were young and grew old, but Raphael will always remain the same youthful, gracious spirit, awaking new enthusiasms, finding new friends, as long as his name shall endure.

M. F. Bosworth.

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In proportion to size, the state of Vermont has more semi-weekly newspapers than any other state in the Union except Rhode Island.



### *A Glance at Reading Books.*

As the superintendent untied a package of books which the mail had brought, he remarked; "It would take all of one man's time to keep posted on the new text books." As he spoke he handed over a new Arithmetic and Blaisdell's Physiology.

On the table were a series of readers called, "Stepping Stones to Literature," which Silver, Burdett & Co. had sent a few days before. Attracted by the names of the compilers, Miss Sarah L. Arnold and Charles B. Gilbert I examined them.

As the name indicates, they contain selections from the best literature, adapted to the age of the child. Among the authors are Celia Thaxter, H. H. Jackson, Eugene Field, the Cary sisters, and Gimrue of fairy tale renown. Some of the illustrations are highly colored others are engravings of the masterpieces of art. In the first book, Sir Joshua Reynold's "Angels Heads and Millets," the Churner and Feeding the Bird's are reproduced.

I had a whole evening to scurmage the book-case and was much impressed with the number of readers which have been published of late.

For supplementary reading there are many books dealing with the traditions of early peoples, the history of our own land, and the different branches of nature study.

"The Young American" by Judson, is a new civic reader. Two other books having a similar aim come from the pen of Henry Eggleston, that delightful story writer. The titles of these, "Stories of Great Americans for Little Americans" and "Stories of American Life and Adventure" indicate their contents.

Other books which delight the little folks are "The Story of the Greeks," The Story of the Chosen People" and the "Story of the Romans"

by H. A. Guerber, the "The Story of Troy" and "Arabian Nights" by Clarke; "Odd Stories of the East" and "Fifty Famous Stories Retold" by John Baldwin.

"Odd Stories of the East" is a particularly charming book. The stories are taken from the Hebrew Scriptures as are those in the "Story of the Chosen People." One familiar with these stories readily recognizes Joshua and Samson in the heroes called Idol Breaker and Splendid Sun. These books not only appeal to the imagination of the children and interest them in history but also make them familiar with the references found in literature.

Among the new books on nature work one of the most delightful is Mrs. Dana's Botany reader, "Plants and their Children." Those who have found "How to Know the Wild Flowers" helpful will appreciate her effort for the children.

J. A. A.

### *The Ideal Teacher.*

Some years ago I listened to a lecture by Dr. Dunton of the Boston Normal School on this subject and his enumeration of the qualifications of such a teacher seem to me worthy of being remembered.

The first were the two kinds of power; physical and mental, next to which he puts wisdom. This must include the learning in books and especially in his own particular subjects; knowledge of the world, and of men, of the child's nature and of mature.

The third qualification completes the trio with which we are familiar of "Wisdom, Power and Goodness." His next trio was "Honesty, Truthfulness and Cheerfulness"; and the last "Devotion, Enthusiasm and Common Sense."

I wish I could tell you all he said about each one of these but I can only give a sentence here



and there that will serve to set you thinking.

"A certain amount of society is needed to make a teacher a lady or gentleman. The manners of such are contagious among the children."

"The bane of our profession are the men or women who have ceased to grow. There is no room in our ranks for the *mere hireling*."

"The teacher who is honest intellectually will mark all examination papers, whether of scamps or of angels, on the same scale."

"Conquer your prejudices, whether of race, color or creed. Find out early that all the good people are not in your social set or political party."

"Learn to recognize much of yourself in your wayward pupils."

"I know of no better way of learning your own faults, than conscientiously prescribing for the faults of others."

"Without enthusiasm you are as 'sounding brass and a tinkling symbol,' while moderate talent dominated by enthusiasm will remove mountains."

"I can teach, but I can't find brains."

"Common sense is the crowning virtue. A teacher who possesses it does not blame himself for the stupidity which comes from some strain of remote ancestry or previous training."

"Learn what you ought to know whether you like it or not. A poor scholar may make a good teacher but never a great teacher. Never hope to be the latter till you know what other great teachers have thought and known."

X.

---

### *In the Woods.*

A few days ago, as I was walking along the bank of a small stream over-hung with bushes, I heard a rustling in the grass on the other side, and on looking I saw a musk-rat crawling

out of the water and going up the bank. Curious to see what he would do I remained quiet and watched him. The little animal went straight through the bushes to a little apple tree that had somehow sprung up there, and ran around beneath it, evidently hunting for apples. I noticed that the grass was well trodden down beneath the apple tree, as if a visit of this kind were no uncommon thing. But the musk-rat was evidently unsuccessful in his search; for stopping beneath an apple which hung about eighteen inches from the ground, to my surprise he raised himself nimbly on his hind legs and tried to reach the apple with his fore-paws. But again he was disappointed; for although he turned round and round in his endeavors to get it, the apple was beyond his reach, and as he couldn't climb he was obliged to let it hang there. If the musk-rat was at all like the fox of olden time I fear that that apple was pretty sour.

You may have heard the story of the wood-chuck that had to climb a tree. You remember that little Eddie ran into the schoolroom and told that his teacher that he had just seen a dog chasing a wood-chuck, and that the wood-chuck had run right up a tree. "Oh, said the teacher, a woodchuck can't climb a tree!" "But this wood-chuck *had to*," said Eddie with decision. Most of us would probably be inclined to agree with the teacher. But I have lately had my faith in her rather roughly shaken for I have it on good authority that *one* wood-chuck chased by two boys did climb fifteen or twenty feet up an oak.

Nemo.

---

The business outlook continues to brighten and the newspapers, though among the last to feel the stimulus of trade revival, are beginning to share in its benefits.



### *The Sense of Sight.*

At the present day when good eyesight is the fortune of the small minority, and in an age of critical investigation, people are beginning to ask themselves the question, "What is the cause of this constantly increasing trouble?" We as teachers believe that many conditions in the school life of the child tend to the weakening of this most valued sense.

Those who have suffered for years from defective sight before coming to the knowledge of their true condition, who have gone on day after day, week after week, and year after year with that indescribable something pulling them down will appreciate the importance of the teachers' vigilance in this matter. For had attention been given her through her early school life many years of unnecessary suffering might have been avoided, and much wasted energy have been expended in needed effort. Thus with the great importance of this subject in mind, many careful observations have been made in the class room, resulting in the conviction that many conditions injurious to the sense of sight do actually exist, in consequence of which a large number of the pupils of many schools are forced to have defective sight. It is the purpose of the present article to note very briefly some of the conditions unfavorable to sight, the habits resulting from the same, and a suggestion for the remedy of the evils.

First among the conditions noted is too small lighting surface, causing darkness in parts of the room. Others are the obstruction of light by obstacles within or outside the room; or a superabundance of light resulting from the class room being on the sunny side of the building which necessitates the drawing of the shutters and a con-

sequent darkening of the room. These conditions may be met in part by arranging the desks in a position where they will receive the greatest amount of light; the placing of pictures and objects about the room as reflecting surfaces, writing heavily and in a large hand upon the boards, and avoiding, as far as possible, strong contrasts of color.

Among the habits of the children the following are the most prominent: Holding the eyes too near the paper; a twitching movement of the eyes; leaning on the desk; sliding down in the desk; holding the book too low; hair hanging in the eyes; and squinting and rubbing the eyes. These habits, caused by defective sight itself, poor light, incorrect position, physical weakness, weariness, or possibly by poor ventilation, besides causing defective sight, curvature of the spine, contraction of the chest, congestion of the blood vessels and weakness, set a very bad example and bring upon the child a nervous strain which detracts very materially from his work. Space will not permit us to go into detail upon these points. It is enough for us to know at present that such habits do exist, and that we should use every means at our command to break them and establish the proper ones in their stead. The problem is before us. How shall we meet it? Can we change the condition and bring aid to the child?

The care of the eyes by an oculist is the first step to be taken. Here a great difficulty arises. Many parents will persist in taking the child to an optician instead; while many others will have nothing whatever done with the sense. The teacher may call attention to the fact, but may expect to be ignored in many cases. Here arises the question of a school oculist. To some this may be a new idea and perhaps seem absurd. But is it?



Would not this addition to the schools be of greater value than many of the instructors of many of our branches of prescribed studies? Shall we allow this evil to go on when means can be procured to palliate it? Anyone, after looking over the statistics of our schools, may easily answer these questions for himself.

But aside from scientific treatment there is much for the teacher to do. Not only must the lighting be improved, but also proper position should be sought and required; the child should be kept in good general health; a variety of work should be furnished, and good ventilation should be sought for. Each of these remedies tend directly or indirectly to aid in securing the object sought.

The element of training the sense of sight should also be kept in mind. Any exercise, —and there are many—that tends to strengthen the sense should be made use of. By regular training the sense may be strengthened, and weaknesses prevented.

Lastly, the teacher should use every means available to inspire the child to care for and train his own sense of sight. If this can be accomplished the child will have received a lasting benefit which will be of inestimable value to him through life. With care this may be done. We suggest the following steps. First: Stimulate in the child's mind the desire to see more accurately the objects about him. He may easily be shown that he really sees but a very small proportion of all that there is to be seen, and as the interest is aroused, the desire will be strengthened. Second: Teach carefully the structure of the eye. As the child knows more definitely the delicacy and wonderful complexity of the organ he will unconsciously take better care of it. Again, he should be shown the abuse of the eye by

stories of the blind, and of those unfortunate enough to have the sense impaired. Finally, give careful instructions for the care of the eye.

Much more might be said in detail upon this important subject. The few notes above are given as mere suggestions, with the thought that they may be of use to those who have not given special attention to the subject. Defective sight is increasing daily in our schools and we must rise to meet the difficulty. It is a problem which calls for our closest observation and most earnest efforts.

H.

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### *Improvements.*

It will be of interest to the graduates to know that a large appropriation has been expended during the summer vacation by way of improvement in and about the buildings. The school building itself has received the most of this liberal expenditure. Every room throughout the entire building from cellar to garret has received a new coat of paint; and not only one coat but many, some requiring nine coats to bring the walls in proper condition. The effect is most pleasing. A different tint is upon each of the rooms thus giving a variety which is very pleasing to the eye as well as being exceedingly restful after the monotony of plain white walls.

Assembly Hall presents the most striking change of any room on account of its size and light. The dark beams on the ceiling have been covered with a delicate tint of green giving the room the effect of being much higher in the walls than before. The portion of the walls between the ceiling and mouldings is of a slightly darker tint; that below the moulding is yet darker shading into the orange. The whole effect is decidedly pleasing and shows



both the great care and exquisite taste of the designer.

The principle's office, that "inner chamber" where the "yea" and "nay" is cast, is covered by a very pleasing pink cast, giving it a cheerful appearance. It would take a person of much greater artistic abilities and taste than the writer possesses to do justice to the wealth of color throughout the building; to show by a mere pen picture the shades of green and blue of the different rooms; the exact harmonies of color and adaptation to the lights of each department. The fact is that as the sense of sight is the only one through which the idea can be acquired, the whole should be seen to be appreciated.

The corridors deserve special mention for their fresh appearance. Not only have the walls and ceilings of these been covered, but the arches are each hand-painted with very neat and attractive designs. Thus the whole is complete.

But not only has the school building been the object of repairs. Tillinghast, Woodward, and Normal halls have each shared in turn the benefits of the painters art. Normal Hall has also undergone repairs of a more substantial nature. Hardpine floors have been laid in the ladies' wings of the building, and new furniture has been placed in many of the rooms. This makes those persons occupying this residence hall more content. Tillinghast is of course the "apple of the eye" owing to its larger and more comfortable apartments, and modern improvements. New plumbing through the halls makes it possible for their occupants to obtain the direct town water.

The grounds about the buildings have not been neglected. They never looked better. Both walks and driveways are in the best condition and the grounds are looking excellent. On the whole, we, as students, feel that much has been done to beautify our already beautiful school home.

### *Athletics.*

Again the interest in this department centres in the foot-ball team, and no doubt it will for another issue, although at times during the last month it seemed as if the interest in the game was waning. However much it may have faltered it has regained its strength, and at no time during the year has the interest and enthusiasm been so marked as at present. This is due mainly to the energy of the captain and manager, and also to the few who have the success of the game in the school at heart.

The trials of a foot-ball captain are usually numerous, and it requires great skill and patience to bring out a good team in any school, as the dail papers seem to show, but it is the opinion of the writer that few captains have had the discouragements to face that Capt. Nickerson has had, and few would have overcome them, had they met with the same difficulties.

When school opened we were all glad to see a rather large number of new men in the entering class and among the specials. Quite a number of these men seemed to have foot-ball proclivities, and as school opened these men came out to practice; things seemed to have a brighter hue than for several seasons, as far as foot-ball prospects were concerned. But we are apt to be deceived by appearances and do not always count on obstacles. Let this year's experience be a warning to those who follow us. We have had to try every plan and player possible in order to make out a team. We have by this method, however, found out who it was best or necessary to eliminate, and we have also found some very good foot-ball players. This latter observation has some comfort in it.

There are men at the school who live at the Hall or in town, who have been out for practice regularly and can do so without inconvenience.



This nucleus has been the life of the team so far, but we seem to have trouble in filling one or two positions; the centre men being especially hard to find. At the opening of the season we had both half-backs on the last years team with us again, but soon after the first game Eaton, the left half, had to give up. McDonald, a promising and much needed end was obliged to withdraw on account of being obliged to travel so far to his home after practice at night. These two are only samples of what we have had to overcome. A full recital of the tale of woe would be wearisome.

We have played four games so far, and out of that number have managed to lose three. The other one was a tie game, so we are encouraged. If we had lost it I don't know what the feeling would have been; but as we were not defeated the proper thing to do is to feel that we are improving. The scores thus far are:

Thayer Academy,	16
Normal,	10
Somerville High,	24
Normals,	0
Brockton High,	6
Normal,	6
Mangus A. A.	16
Normal,	0

Somerville and Mangus sent strong teams here, and on these two games we judge of the work of the Normal team.

I think Mangus was certainly as strong as Somerville, and we kept the score down much easier in the case of the former.

The men have not been able to play in a position long enough to get used to it, and this has hampered the playing of the team as a whole. We hope now, that the team will be able to practice more together, and that we have seen the end of the uncertainty surrounding the probabilities of the make up of the

eleven. Two special meetings of the N. A. A. have been held, to get up a requisite amount of spirit to back the team. The last one, held after the Somerville game was good in effect. We found players and money at that time, both of which are of importance to the well-being of a good eleven. The team has a number of games to play yet. The next one is with Burdett College, and whatever happens at that struggle and in succeeding contests will be faithfully chronicled in the November issue.

It has always been a matter for regret that we could not have a second eleven here. I hope the time will come when we shall see men enough here to make all kinds of athletics a feature of school life, and the game of foot-ball a particular feature.

Athletics carried on in the proper spirit in a school, are a help, both to the school as a whole and to the individual. The school spirit is aroused by the teams, both foot-ball and base ball, and that is a benefit to any school. We want it to be so here.

It is not necessary for me to go into an argument concerning the merits of the game of foot-ball as it is played to-day. Tennis, croquet, foot-ball, all have their advantages, but still there are differences between them. The best way to do is to play the game you like best, and then we can look for some good playing. As far as foot-ball is concerned a man who has to be coaxed to play the game is useless.

The eleven as it is at present lines up as follows: Left end, Benson; left tackle, Davis or Buck; left guard, Soule; centre, Roscoe; right guard, Hall; right tackle, Cherbuck; right end, Gammons or Davis; quarter, Buck or Bentley; right half, Nickerson; left half, Cushman; full-back, Johnson.

The schedule includes games with Burdett College, Dorchester High and Alumni. The date open for the latter game being Nov. 20th.



Other games to be played but the schedule is not yet complete. We hope that next month's report will be more encouraging, and that before then the Normal foot-ball team will have captured several games.

### *Tennis.*

This season has been similar, in many respects, to last year in this department of outdoor sports. The inclement weather has prevented regular attendance to the game, and although many have availed themselves of the facilities offered, there has not been any very marked enthusiasm shown thus far.

Under the direction of Messrs. Bowen and Churbuck, eight courts were marked at the beginning of the season. These were thrown open to the members of the club and have been found more than enough to supply the heaviest demand upon them. Week-night foot-ball games, high winds, and rain are the principal causes of non-attendance to the game.

Tennis is an excellent game and it is hoped that the interest manifested in this department in former years may not wain in the school.

### *Exchanges.*

The number of exchanges for the month has been very small; but it is with pleasure that we acknowledge the following: The *Jabberwock*, State Normal Monthly; *Aggie Life*. The *Jabberwock* may well be proud of its cover. It is very neat in design.

(We all envy him!)  
Whatever trouble Adam had,  
No man could make him sore  
By saying, when he told a jest,  
"I've heard that joke before."

We are glad to meet "*Aggie Life*" again. It is always prompt in its exchanges.

For the class in French:—Une petite fille etait allee a l'ecole pour la premiere fois.

Inand elle revint chez elle, sa mere lui demanda comment elle, avait trouve l'ecole. "Je ne l'aime pas du tout," repondit la petite, "Pourquoi donc?" Parceque guaud ji suis entree daus la chambre, la maitress ma dit; "Asseyez-vous la pour le present? Eh bien, je me suis assise, et j'ai attendre longtempts, et le present n'est pas venu."

### *Personals.*

The engagement is announced of Miss Sophia A. Borden, graduate of class of '94, to Mr. Alfred L. Billings of Canton, Mass.

Miss Diman, class of '96, is teaching in the eighth grade of the Ames school, Dedham.

Mr. Winthrop Crocker, class of '93, left Dedham to accept a position as superintendent in Dartmouth, Mass.

Miss Leila H. Sprague, class of '94, is master's assistant in the Washington school, Cambridge, Mass.

Miss Flora E. Billings, class of '92, is teaching in the sixth grade of the Gibson school, Boston.

Miss Etta Allen, class of '92, has returned from a three month's trip to Europe.

Mr. E. C. Knight, class of '96, is now principal of the Phenix Grammar school, Phenix, R. I. The position was recently held by Mr. F. H. Kirmayer, class of '95.

Mr. Geo. F. Field, class of '97, has entered Harvard, for a course in science. He has the best wishes of his many friends in Normal.

Miss Edith Barrett, class of '97, is teaching in New Britain, Conn.

Miss Alice Randall, class of '97, is teaching in Adams.

Mr. Hamilton is thinking strongly of entering the dry goods business.



*Library Notes.*

During the summer considerable work has been done in the library in re-arranging the books according to departments, and in card cataloguing subjects and authors.

The literature, history and civic sections of the library are in Room 2, the pedagogical and part of the science works are in Room 1. Many of the later science books and magazine articles are to be found in the class rooms of the departments to which they belong.

The card cataloguing has been done with the purpose constantly in mind of referring to subjects which are in direct connection with the courses of the school. Another advantage of the system of cards is found in the readiness with which subjects or line of subjects may be looked up.

The librarian's hours are from eight forty-five to nine fifteen A. M. and from four to five P. M. All books loaned are charged to the librarian, and are to be returned to Room 1.

Additions to the library during the past month are as follows:

## EDUCATIONAL DEPARTMENT.

Historical survey of Prechristian Education.  
S. S. Lourie. Longmans Green & Co., 1895.

Cominius, The Great Didactic of,  
W. W. Keating. Black, London, 1896.

Abelard and the Origin and History of early Universities.

Gabriel Cowpayre. Scribner's, 1897.

Loyola and the Educational System of the Jesuits.

Rev. Thomas Hughs. Scribners, 1897.  
Froebel, Education by Self-activity.

H. C. Bowler. Scribners, 1897.  
Hebart, and the Hebartians.

Chas. DeGarmo, Scribners, 1897.  
Arnold, Thomas and Matthew.

Sir Joshua Fitch. Scribners, 1897.

Teaching—Aims and Practice of,

Frederick Spencer. Cambridge Ed, 1897.  
Psychology—Experimental,

E. C. Sanford. D. C. Hatch & Co.  
Psychology—of Childhood,

Frederick Tracy. D. C. Hatch & Co.  
Thought and Memory—Connection Between

Herman T. Lukens. D. C. Hatch & Co.  
Pestalozzi, Life of

Roger de Guimps.  
Froebel's Autobiography.

C. W. Bardeen, Syracuse, N. Y.

## HISTORY AND CIVIC'S DEPARTMENTS.

King and the Baronage.

W. H. Hutton.  
Oxford Manuals of English History.

Chas. Scribner's.  
British Empire, Making of the

Arthur Hassel.  
King and Parliament.

G. H. Wakling  
Hereward the Wake.

Chas Kingsley.  
Messages and Papers of the President, Vol. IV and V.

Government Printing Office, Washington.  
History of the United States.

H. E. Scudder. Sheldon & Co.  
American History; Told by Contemporaries,  
Vol. I.

Edited by Albert B. Hart. Macmillan & Co.  
United States History; Topical Analysis of  
Jesse Lewis.

English Nation; The Making of the  
C. G. Robertson. Chas. Scribners

Cyclopedia of Universal History. 8 Vols  
John Clark Ridpath. Balch Bros., Boston.

History; How to Study and Teach  
B. A. Hinsdale.

George Washington, Day by Day.  
Eliz. B. Johnson. Cycle Pub. Co. N. Y., 1896

The Constitution.  
Roger Foster. Boston Book Pub, Co., 1895.

American History for Students.  
D. H. Montgomery.



Colonial Era, The

Geo. P. Fisher. Chas. Scribner's Sons.  
French War and Revolution.

Wm. M. Sloane.  
English Constitution, History of

F. C. Montague.  
Middle Period of American History.

John W. Burgess. Chas. Scribner's Sons  
Making of the Nation.

Francis A. Walker.

LITERATURE SECTION.

Leonard and Gertrude.

Pestalozzi. D. C. Hatch & Co.  
Library of World's Best Literature. First  
20 Vols

Chas. Dudley Warren, Editor.  
Knickerbocker Stories.

Washington Irving.  
Little Nell and Old Curiosity Shop.

Dickens.  
Tanglewood Tales.

Nath. Hawthorne. Houghton-Mifflin, River-  
[side Series

SCIENCE DEPARTMENT.

Elementary Physical Geography.

R. S. Tarr. Macmillan Co., 1896.  
Insect Life.

John Henry Comstock. D. Appleton Co., 1897  
Mental Evolution in Man.

Geo. J. Richards. A. Appleton & Co.  
Mental Development in the Child and the  
Race.

James M. Baldwin. Macmillan & Co., 1897.  
Geology; New Manual of

E. S. Danu.  
Scott's Geology.

ART DEPARTMENT.

History of Agriculture.

A. D. F. Hamlin. Longmans, Green & Co.

MISCELLANEOUS.

U. S. Labor Commissioners Report. 1896.

Massachusetts Census Report. 1895. Vol I

U. S. Department of Labor Bulletins. May,  
[July, Sept., 1897

Ads

How unfortunate it is that the ancients  
were deprived of the benefits of advertising.

Imagine the luxurious Roman finding, on  
opening the morning paper, the announce-  
ment, "Are you tired of life? Drink Plato's  
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might have been done for humanity if Caesar  
and Alexander, instead of incessantly warring  
against their fellow men, had advertised in  
this fashion, "Parties desiring to visit Europe  
or the far east will do well to confer with us  
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all places of interest. Terms reasonable."

Or even in later times what endless trouble  
Henry VIII might have been spared had he  
procured his first wife through some matri-  
monial bureau, satisfaction guaranteed. They  
were not very progressive in those days.

[Extract from "The Mount Holyoke."

Ollapodrida.

Proposition for Section F—Deduce a for-  
mula for the following: If it takes the com-  
bined energies of a class of fifteen and the  
teacher half an hour to work out a formula  
for a certain group of problems in physics,  
and the aforesaid formula is afterwards proven  
to be false; how many such problems can the  
same class, working individually, perform  
correctly in forty-five minutes?

"The man who knows not that he knows not  
aught,

He is a fool; no light shall ever reach him  
Who knows he knows not and would fain be  
taught,

He is but simple; take thou him and teach him.  
But whose knowing, knows not that he knows,  
He is asleep; go thou to him and wake him,  
The truly wise both knows and knows he  
knows,

Cleave thou to him, and never more forsake  
him."

Arabian Proverb—Men are but four.



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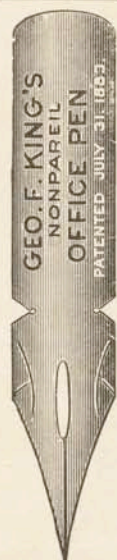
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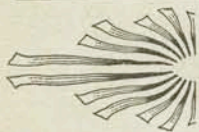


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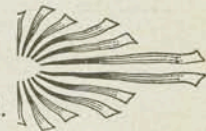
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